

2023 Annual Report to the School Community

School Name: Macarthur Street Primary School (2022)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 04 April 2024 at 10:33 PM by Anthony Cross (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 22 April 2024 at 03:31 PM by Jordan Vaka (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

At Macarthur Street Primary School, our school vision is to empower every student to realise their full potential within a nurturing and purpose-driven educational setting. Guided by our core values of Respect, Responsibility, and Resilience, we maintain unwaveringly high standards for all staff and students while fostering an atmosphere of compassion and inclusion. As stated in the school vision, the values of Respect, Responsibility and Resilience underpin all that we do at Macarthur Street Primary School. We are committed to equipping our staff students with the skills and mindset required to reach their full potential.

Macarthur Street Primary school has an imposing 147-year-old bluestone and red brick building, slightly to the north of Ballarat's Central Business District, houses four well-appointed general-purpose classroom environments. Our school history reaches and connects to a vast population across Ballarat and surrounds.

There were 66 students enrolled at the beginning of 2023 and finished with enrolment of 76 students. The school is organised into four classrooms: F, 1/2, 3/4 and 5/6. Staffing consisted of a principal with a teaching (0.2) load, four fulltime classroom teachers and a part-time Teaching and Learning Leader (0.8), two part-time specialist teachers (0.2), a full-time business manager, three full-time and two part-time (0.5) educational support. Part-time specialist teaching staff ensure a balanced and well-rounded curriculum, delivering programs in Physical Education, STEM, Art and AUSLAN.

The school is committed to evidence-based best practice. Our Literacy and Numeracy programs align with evidence-based teaching practices and delivers excellent results for all students. The science of learning, science of reading, cognitive theories and explicit direct instruction inform our pedagogy, classroom practice and professional learning. The wellbeing of all students, families and staff is greatly valued. We have many practices in place to ensure an inclusive, caring, and safe school environment for all. Each classroom teacher builds a positive and safe environment for their students to work in.

Macarthur Street Primary School is implementing the 'School Wide Positive Behaviour Support' program. This approach focuses on identifying, teaching, and rewarding the behaviours we want to see in students. Our school has a positive and accepting culture where effort is valued, and all students know the importance of trying their best. Each class engages in weekly and/or fortnightly wellbeing lessons. These lessons incorporate content from the Resilience, Rights and Respectful Relationships program.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, MSPS developed a new whole school instructional model and began to make a shift to structured literacy and evidence based practice across all learning areas. The main focus of the instructional model was to include the explicit teaching phase in all core subject areas. The explicit teach phase lesson model (Slides) was developed and will be embedded in planning in 2024. The Explicit Direct Instruction model (EDI) process of 'I do, we do, you do' was integrated into the model and evident during learning walks.

A phenomenal amount of work was completed by the our Teaching and Learning Leader to ensure documentation of our teaching and learning approaches and curriculum. The work completed ensures consistency of practice across the school, narrows the variance across classrooms and is documented to assist sustainability of the evidence based best practice in place. A large portion of the curriculum is centered around the core knowledge curriculum which begins in Foundation and moves through to Grade 6. All Teaching and 25% of Education Support Staff completed Sounds-Write training. incorporating phonics into the school Literacy block, is the first stage as we move toward incorporating the 'big 6' into all classroom over the next 18 months. Sounds-Write will be used for all classrooms F-6 until data suggests otherwise. When the school is showing strong phonic knowledge, Sounds-Write will only be implemented from Foundation to Grade 2.

A focus in 2023 was reinvigorating PLC. All staff have been refreshed in PLCs. New meeting norms and agreements were created to ensure that staff were held accountable during meetings. The role of PLC Leader was created for a senior staff member who was driving in house professional development that aligned with the school's new strategic plan.

A key focus at the end of 2023 was reducing extraneous load in all classrooms. Working with department psychologists, all classrooms have had everything removed from walls, seating plans have been created and students sit in rows facing the teacher at the front of the room. Students are able to focus on and comprehend teacher instruction far easier when distraction has been reduced.

Wellbeing

From the 2023 School review, wellbeing was found to be a highlight for Macarthur Street PS. The highlights included:

- The school employs an art therapist to attend school each week to deliver both individual and group programs designed to address anxiety, depression and stress.
- The school provided information and resources to support parents and students who experience skill deficits with regard to coping skills and resilience
- The school implements the Respectful Relationships program, focusing on social-emotional learning, development of interpersonal skills, empathy and emotional intelligence.
- The school introduced programs designed to provide students with the opportunity to practice mindfulness techniques and develop stress management strategies.

The Attitudes to School Survey completed by students in Years 4-6 demonstrated an upward trend in the following areas:

- Inclusion
- High expectations for success
- Attitude to attendance
- Effective teaching time

While the percentage of positive endorsement was at or above state, similar and network schools in the following areas:

- Not experiencing bullying
- Not experiencing racism
- Managing bullying and a respect for diversity

In the second half of 2023, the school was able to employ a school counsellor. The counsellor is employed on a 0.4 time fraction. In this role, they facilitate meeting with identified students that are vulnerable. Through this, conversation occurs with the Wellbeing team and supports are put in place for those specific students. Emotional support, Social skills development and behavioural intervention were identified as the priority areas for our school counsellor to work through.

In Term 4, the school made the decision to switch from inactive to active in the SWPBS space. The current PBS was reviewed and the following were identified as key areas to work on in the 2024 school year.

- Classroom systems
- Universal reward system
- Consistent expectations

Engagement

The Review Panel were impressed with the academic, social and emotional programs and positive climate for learning the school has developed. Below are some findings from the staff, student and parent forums:

Student leadership

Students and staff identified opportunities available for students to use voice and leadership to influence the culture of the school. These included:

- Junior School Council opportunities for students in years 4-6
- House Captain opportunities for students in year 6
- Leadership development courses offered to students throughout the year.

Students reported via focus group discussions they were encouraged to demonstrate leadership in class by modelling the values and expected behaviours, volunteering for class leadership roles outlined above, and supporting peers by sharing learning during whole class discussions.

Students spoke highly of the school, the teachers and their own learning.

Staff forums indicated how far the school had improved, that professional learning was valued and applied consistently across the school, all staff were immersed in professional learning and implemented the clearly articulated, shared strategic intent of the school.

At the parent forum:

- Parents reported via direct survey questions that the school had a strong focus on maintaining the mental health and wellbeing of students at the school, and felt supported in this endeavour themselves by the school.
- While teachers were available to speak with families before and after class, parents and teachers reported this was more often used for wellbeing conversations, with learning discussed once a semester at parent-teacher sessions for student reporting.

Student attendance

Student attendance remained a key focus in the 2023 school year. Data showed that there is still work to complete in this space.

25% of students recorded more than 30 days off for the school year. Consistent illness swept across the school and parents were uneasy sending students back to school if they had any symptoms of illness.

Student voice and agency

The panel found that student voice and agency were emerging, noting the following:

- Students in focus groups reported having some choice in their learning, for example extending the challenge of their reading by choosing harder books or picking the focus of their creative writing.

Other highlights from the school year

Financial performance

Macarthur Street PS maintained a sound financial position during 2023. The school had new enrolments at the start of the year, which meant the SRP funding increased.

MSPS received grants:

- **Outside School Hours Care** a \$115,000, \$35,000 to revamp the OSHC space and \$80,000 for OSHC provider.
- **Student Wellbeing Boost** a \$15,000, put towards a new basketball court.
- **Sporting Schools Grants** a total of \$6,100 for Term 1, 2 and 4.
- **Planned Maintenance Program Funding** a \$15,000 to address high priority defects outlined in RFE.

Our operating reserve reflected 2 months' average expenditure = \$39,297.45. MSPS entered a new cleaning contract over 3 years. JSC and School Council raised \$4,753.35 combined. Equity funding \$158,550.92 was targeted to priority areas. On the credit side of the SRP, there will be a carry forward of \$105,797.

The maintenance - building/ ground is holding funds of \$454,058.62.

Budgets were set in accordance with the DET guidelines and monitored by the BM and School Council.

For more detailed information regarding our school please visit our website at
<https://www.macps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 73 students were enrolled at this school in 2023, 34 female and 39 male.

NDP percent of students had English as an additional language and 9 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

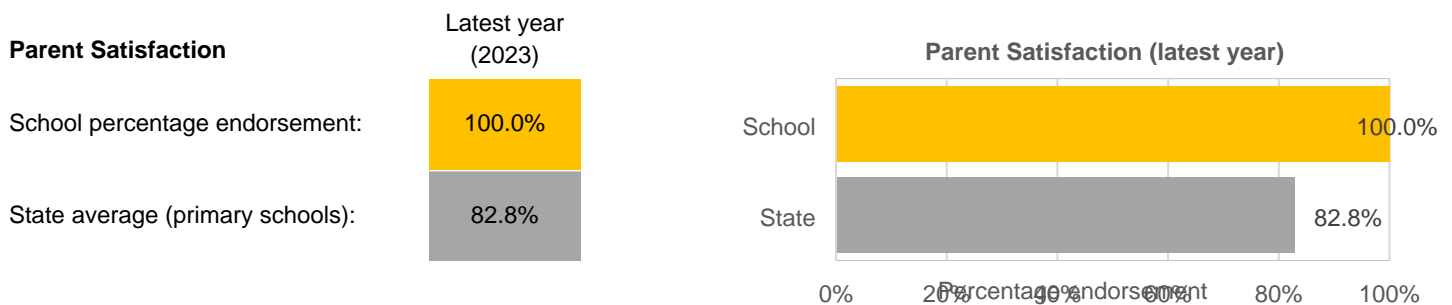
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

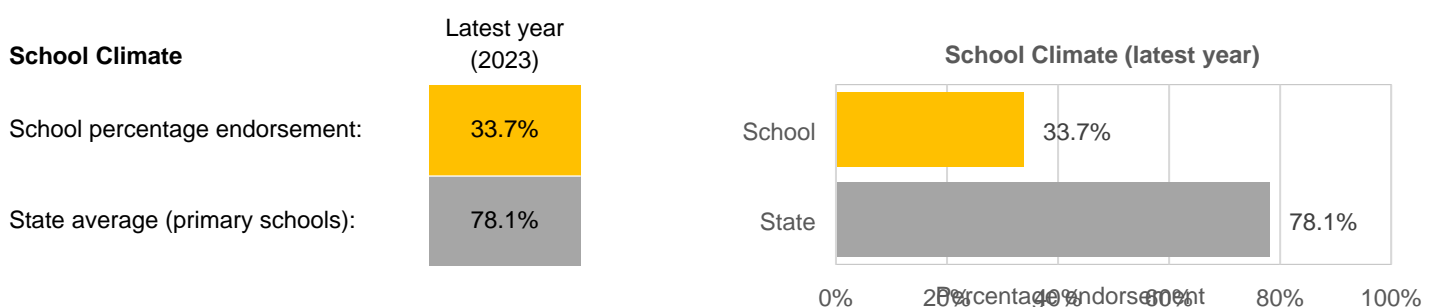


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

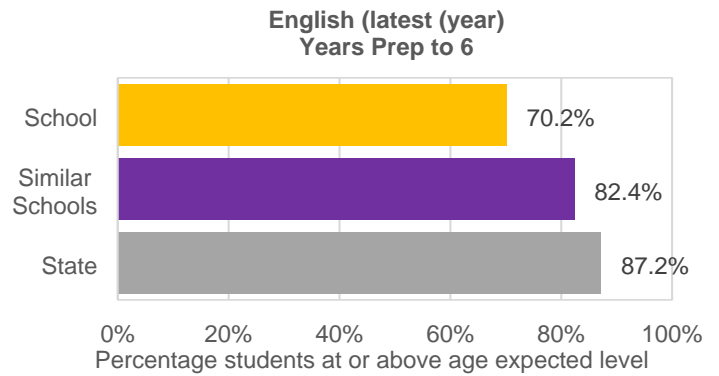
70.2%

Similar Schools average:

82.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

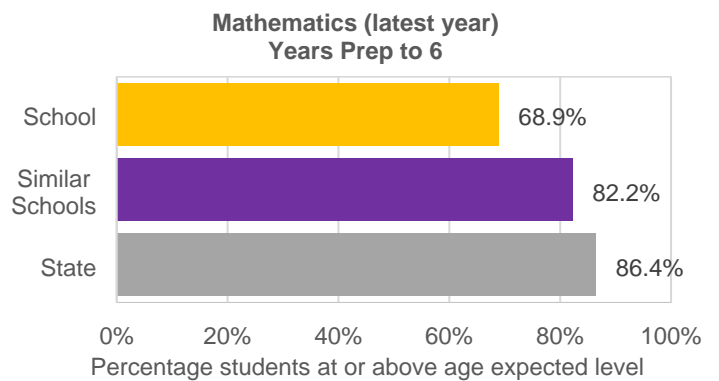
68.9%

Similar Schools average:

82.2%

State average:

86.4%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

41.7%

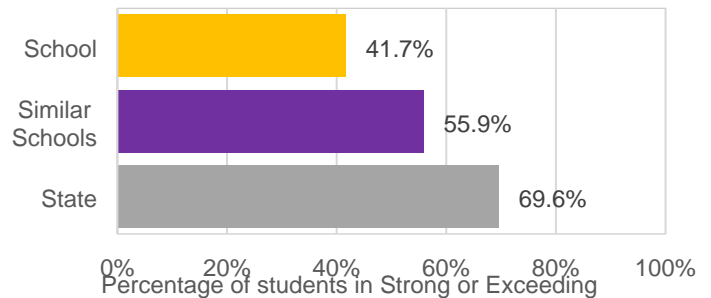
Similar Schools average:

55.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

66.7%

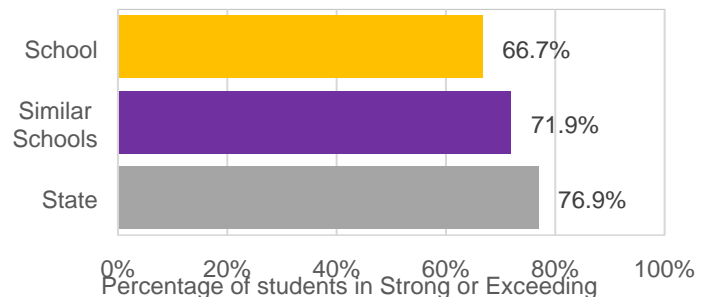
Similar Schools average:

71.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

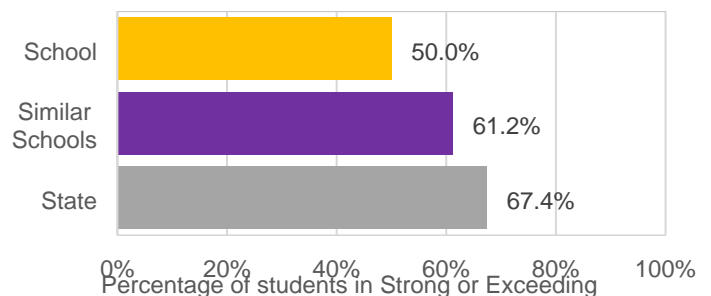
Similar Schools average:

61.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

40.0%

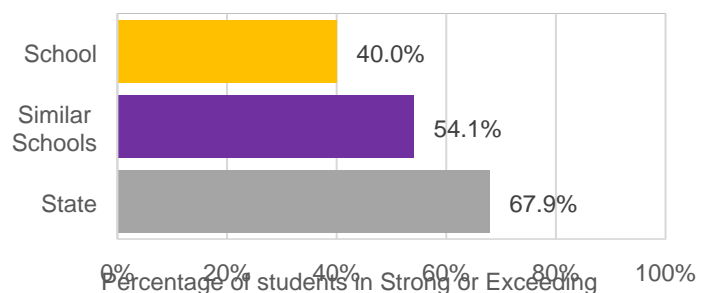
Similar Schools average:

54.1%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

75.0%

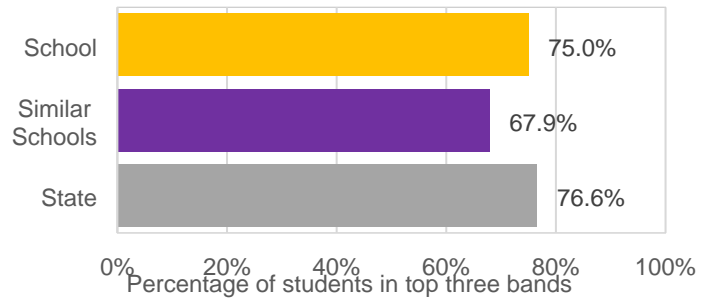
Similar Schools average:

67.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

42.9%

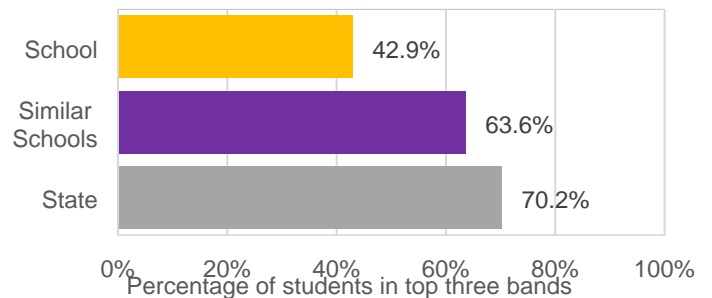
Similar Schools average:

63.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

62.5%

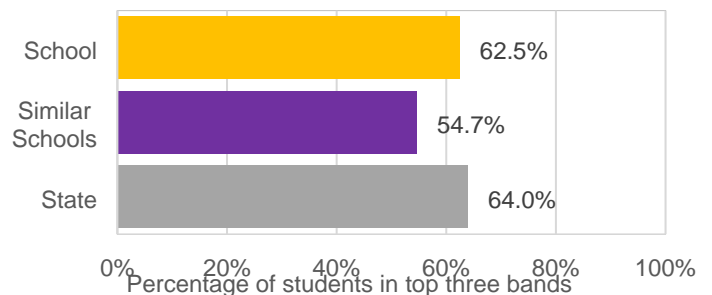
Similar Schools average:

54.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

42.9%

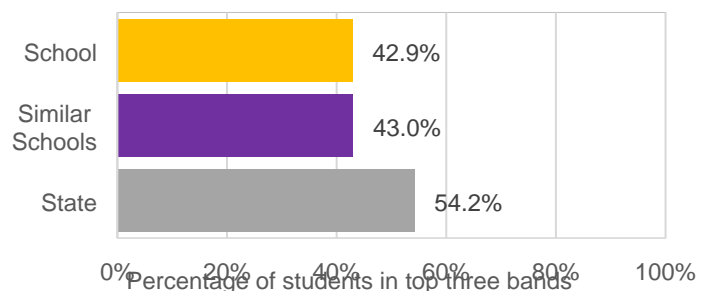
Similar Schools average:

43.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

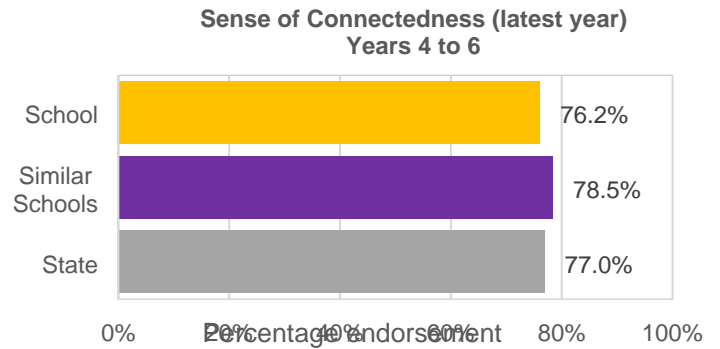
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	76.2%	65.4%
Similar Schools average:	78.5%	79.6%
State average:	77.0%	78.5%

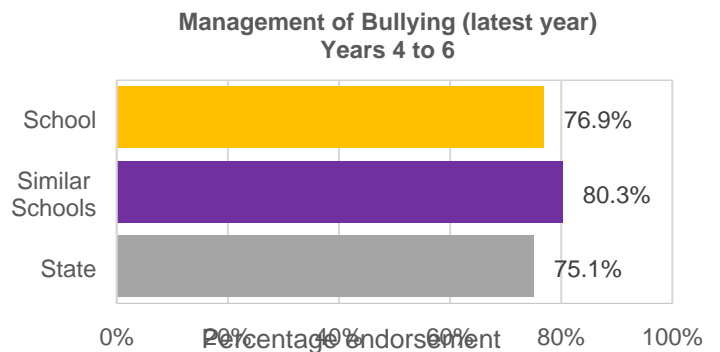


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	76.9%	65.9%
Similar Schools average:	80.3%	82.3%
State average:	75.1%	76.9%



ENGAGEMENT

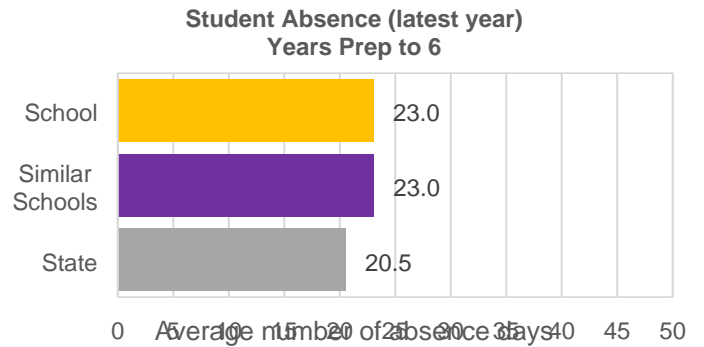
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	23.0	21.7
Similar Schools average:	23.0	20.8
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	91%	88%	89%	89%	89%	86%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,106,295
Government Provided DET Grants	\$261,835
Government Grants Commonwealth	\$135,947
Government Grants State	\$0
Revenue Other	\$25,550
Locally Raised Funds	\$24,623
Capital Grants	\$0
Total Operating Revenue	\$1,554,250

Equity ¹	Actual
Equity (Social Disadvantage)	\$158,551
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$158,551

Expenditure	Actual
Student Resource Package ²	\$996,844
Adjustments	\$0
Books & Publications	\$208
Camps/Excursions/Activities	\$14,459
Communication Costs	\$1,515
Consumables	\$20,574
Miscellaneous Expense ³	\$15,007
Professional Development	\$9,548
Equipment/Maintenance/Hire	\$44,163
Property Services	\$73,147
Salaries & Allowances ⁴	\$64,226
Support Services	\$8,030
Trading & Fundraising	\$9,104
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$14,330
Total Operating Expenditure	\$1,271,156
Net Operating Surplus/-Deficit	\$283,094
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$454,059
Official Account	\$9,272
Other Accounts	\$0
Total Funds Available	\$463,330

Financial Commitments	Actual
Operating Reserve	\$39,297
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$90,992
School Based Programs	\$17,047
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$51,000
Maintenance - Buildings/Grounds < 12 months	\$126,768
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$325,104

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.